

SCSPEB

Update

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"To create partnership between beneficiaries the Government and funding organization in all social sector for Sustainable development".



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Vocational Training and English Language Program

The incident of 9 11 2001 was the most important event of the new century which changed the whole scenario of the world and a new thinking generated against the terrorism. This event affected Afghanistan the most. The efforts to eliminate terrorists from the country in fact started a crucial war and made the life of common man sour and miserable. The general population of Afghanistan decided to migrate to the neighboring countries take refuge from the miseries at their home land. Pakistan had to play as a host country for the Afghan immigrant influx who came in hundreds of thousands. Balochistan was the most favorite for the immigrants being closest to Kandhar and other neighboring Afghan territories. The Government of Pakistan in collaboration with the provincial government established concentration camps for the immigrants who were later on given the status of Refugees by the UNO.

The Afghan Refugees were the largest affectees of war which had ever been recorded in the recent past. Of course the hosting countries had to experience lot of problems and difficulties. Their accommodation feeding cladding and other similar difficulties were mounting day by day but they could be confronted with rather easily if financial and technical resources were available. The main and agitating problem was their social requirements. The Afghan Refugees had their own culture. They were divided into four ethnic groups and had migrated from different areas but one factor was common amongst them. They had a history of agriculture and horticulture. The SCSPEB supported the UNO in its efforts to provide social services to the Afghan Refugees in their camps. The responsibility of SCSPEB was to provide education to the Refugee children by establishment of camp schools. The Society gained rich and valuable experience in working with the refugees. The stake holders felt that the refugees were totally dependant on the financial aid provided by the UNO and allied donors and it was creating a habit of recipient without any labor. It was therefore decided that the youth Refugees may be equipped with technical skills which may help them earn their livelihood during their stay in Pakistan and on their repatriation to Afghanistan.

In view of its experience the SCSPEB was assigned the obligation of technical training to Afghan Refugees. The project was sponsored by the Rotary International . It was decided that 6 training centers will be established in Mohammad Khail Afghan Refugee Camp where the skills of plumbing, masonry and electrification will be imparted. In order to make the program effective and successful the regular interaction was developed with elders education groups teachers general communities of the camp they identified the locations for the training centers and also nominated the learners and helped keeping them regular

and punctual. It was a three months program which was highly practical and hands on practice type. The program capacitated 244 Youth who demonstrated their skills by adopting masonry, plumbing and electrification as their vocations. They gained confidence and independence in earning their livelihood and exhibited them as role models.

In the meantime some developed countries opened their doors for Afghan Refugees but the problem was that the Refugees were naive of English Language. This handicap could create problems both for the immigrants and the hosting communities of the inviting countries. It was therefore deemed imperative that those who wanted to try their luck in the Western World may be equipped with interaction skills through English. The Rotary International decided to Finance a program of ELT. The SCSPEB again offered its services to run a course for the refugee clinetale. Initially a program was organized for 150 persons and was launched in Mohammad Khail Camp. The program was warmly welcomed and the interest of the participants was very high. They demanded that the participation may be increased. Responding to the demand the SCSPEB enrolled 194 persons for the English Language Teaching Program. At the end of the program the participants demonstrated hat they could express themselves, to great extent, through vocal and written medium. This facility helped them attain their passports and gain adjustment in the hosting countries rather easily.



Quarterly Achievements

Releasing Confidence & Creativity Project

- * 142 School monitoring and provision of classroom support by teams
- * 306 school monitoring and provision of classroom support by Lead Teachers
- * 7 Cluster meetings of teachers were conducted by teams & Lead Teachers
- * ECE classroom improvement & Materials provision (basic stationary items) to all RCC schools
- * 1 school teachers exposure visits to RCC focused schools
- * 5 cluster base 6 Days ECE Refresher Training and Child Learning Disabilities and Contemporary Approaches including class I and II teachers and EFOs
- * 13 plan sharing and review Meetings with EFOs / DEBs and other district Government officials
- * 98 Meetings with EFOs / DEBs & other district Government officials and Lead Teachers at cluster base by field teams
- * 15 new ECE & LTs identified and tests were conducted & hired new ECE and LTs
- * 49 ECE teachers contracts were signed during the period
- * 3 School profile and Observation survey were conducted
- * Teacher biography in 30 RCC focused schools
- * 15 ECE room repair estimates of 3 new schools were identified during the period
- * 29 Trainings of WVECs conducted on "Health & Hygiene"
- * 109 Meetings held with PTSMCs and WVECs by teams
- * 65 Meetings held with PTSMCs and WVECs by Lead Teachers
- * 14 meetings were conducted with Head Teacher
- * 27 meetings held with Parents by Lead Teachers
- * 1 Coordination meeting with ECD
- * 2 meetings conducted with Health Department
- * 1 Community meeting was conducted during the period
- * Identification & Opening of 9 female adult literacy center
- * 1 cluster base Child Competition Seminars conducted
- * 2 Health Campaigns conducted in District Ziarat at School level
- * RCC field Team (ECE F & LTs) capacity enhanced through participation in AKU-IED training
- * 7 MOUs were signed on district level
- * 16 Annual Performance Reviews were conducted during the period
- * Medical checkups were conducted in 11 Clusters
- * 5 resource persons were identified
- * 1 School WVEC was restructured
- * Regular collection of information on RCC progress
- * Maintaining of school files and data entry
- * House hold survey of 70 RCC focused villages of winter zone
- * Annual result sheets collection of 27 RCC focused schools of summer Zone
- * Meeting minutes of community and grassroots level bodies
- * Documentation of the activities at school and community level
- * Pictures of ECE students and events
- * School record maintaining at school level
- * Documentation of CMIS



Community Girls' Middle/High School Project

- * Project Extension for the period of six months January 2009 till June 2009.
- * Negotiations with Minister of Education for mainstreaming of CGM/HS schools.
- * 100 % results attained by the students in Middle Standard Examination Session 2008-09.
- * 92 students of the three High schools appeared for SSC Examination.
- * Construction of CGMS Haikalzai in final stage.
- * Meetings with District Coordination Officers held regarding Annual Development Programs.
- * Fund raising from Rotary Rehabilitation Committee of Rotary Club Quetta (RRCRCQ) for construction of damaged schools in Ziarat due to Earth Quake.



Quarterly Achievements

Afghan Refugees Education Project

- * 301 children were registered in both camps Muslim Bagh and Mohammad Khail, (105 Boys and 107 girls were registers in Muslim Bagh camp, 49 Boys and 40 girls were registered in Mohammad Khail) with the efforts of AREP Team, Teachers and SMC members.
- * 100 Follow up visits were conducted in both camps, M.Khail and M.Bagh.
- * 20 teacher meetings were conducted in both camps, Mohammad Khail and Muslim Bagh regarding new enrollment of children and their regularity.
- * 20 SMC (Male/Female) meetings were conducted in both camps, Mohammad Khail & M.Bagh regarding new enrollment of children and absenteeism of students in schools/HBGSs.
- * 12 combine meetings were conducted with Head teachers, teachers, SMC members and parents in both camps Mohammad Khail & Muslim Bagh regarding new registration of children, attendance of students and their cleanliness in schools/HBGSs.
- * 01 meeting conducted with community workers in Muslim Bagh camp regarding new enrollment of children and regularity of students in schools.
- * 03 Meetings conducted with Elders and community regarding attendance of students in schools/HBGSs.
- * 01 school opened in Mohammad Khail Camp-4 with the registration of students 66, (39 Boys and 27 Girls)
- * Study material (Copies, Pencils, Rubbers, and Sharpeners, Chalks) was distributed in 7 schools of M.Khail and 11 schools including home base center in M.Bagh camp.
- * Supply Material was distributed for new school of Mohammad Khail Camp.
- * Stipend distributed among the teachers and watchmen in all 06 schools of Mohammad Khail and 04 schools and 07 HBGS in Muslim Bagh camp.
- * AREP team Muhammad Khail conducted an Educational workshop on 19th may, 2009 at Muhammad Khail camp regarding promotion of Quality Education and enhance the capacity of H/Teachers, Teachers and SMC members.



Teacher Training Wing “ SCSPEB ”

- * Participated in 4 days TOT on 12 days teacher training conducted by NIRE at PITE
- * Conducted 12 days teacher training program June 6 - 17, 2009 for 65 teachers of Community Primary Schools established by Balochistan Education Foundation.
- * Carried out Monitoring and on job support to BESP / CPS of Community School Teachers.
- * Development of a module on Pre - school teacher training for private schools
- * Conduction of 3 days training for 80 teachers under Teacher Training and School Improvement Program at Chaman during May 18 - 20, 2009.
- * Conducted 4 days training for Administrators of Tehsil Chaman financed under Teacher Training and School Improvement Program project during May 11 - 14, 2009
- * Development of Draft of 12 days Teacher Training Report Phase 11
- * Development of Monitoring & Evaluation Formats for Balochistan Education



Teacher Training and School Improvement Project

- * 11 Project Orientation and Coordination meetings held with Government Officials, Line Departments and Stakeholders of district Qilla Abdullah.
- * Conduction of household visits in 4 villages.
- * Capacity building of 45 PTSMCs.
- * Formation and restructuring of 8 existing PTSMCs.
- * 36 Meetings conducted with the PTSMC of Government Girls Primary Schools.
- * School Development plan prepared for 15 schools.
- * Development of training Module for teachers.
- * Conduction of TOT of Master Trainers.



SCSPEB News

- * International Visit to Kyrgyz Republic under Releasing Confidence and Creativity Project during May 6-17, 2009.
- * Participation in two days provincial workshop on "Early Learning Standards (ELDS) for Early Childhood Education (ECE)" organized by New Project Wing, Ministry of Education on April 2-3, 2009.
- * Participation in "Third National Stakeholders Conference for Dissemination of National Assessment Findings-2008", organized by Ministry of Education-Government of Pakistan on April 9-10, 2009 at Islamabad.
- * Participated in workshop on "Joyful Learning - How to Enhance the Learning of Learners" arranged by PACADE organization on June 4, 2009 at Karachi.
- * Construction of school buildings CGMS Warchoom and Ahmedoon by Rotary Rehabilitation Committee of Rotary Club Quetta (RRCRCQ).



Success Story

Killi Ghareebabad is a far flung village of Noshki District. Agriculture and goat raising is the means of livelihood of the people of the village. It is dwelt by poor people who are devoid of basic social services. However, a Government Girls' Primary School exists in the village. But the people do not attach much importance with the female education. The teacher of the school also lacked commitment towards her profession therefore; the drop out in the school was alarming. The SCSPEB focused this school for introduction of ECE class. Under this intervention the SCSPEB team identified Ms. Salma for appointment as ECE teacher. She was properly groomed through training. Ms. Salma started working with the young children using the ECE Teaching Techniques. She developed close and regular interaction with the parents particularly with mothers. The attitude of the teacher was so friendly with her children that soon the school became a magnet for the children who rushed to school early in the morning and some of them without waiting for their breakfast. The school was a playing yard for them where they played and learnt. The Ms. Gul Khatoon the regular teacher of the school kept on watching the working and attitude of Ms. Salma for some time. In the beginning she was a jealous person but soon she started appreciating Ms. Salma and developed healthy working relations with her. She also started to adopt the same traits and when Ms. Salma was called for training Gul Khatoon also expressed her desire to accompany her colleague. At the end of the training she told the master Trainer that she had realized for the first time that the child is the prime and not the teacher. She extended a cooperative and supportive hand to Ms. Salma and Gul Khatoon both decided that they

will work for the Faye of their children. They started meeting the parents in the evenings and propagated the importance of female Education. They also started registering the Cooperation of mothers.

To the good Luck of the teachers an elderly lady Khan Bibi came to their help. Khan Bibi she was an illiterate but a very experienced person full of local wisdom. She had four daughters three of whom went to school but the youngest one did not agree to follow her sisters who were harshly treated in the school. Ms. Khan Bibi started visiting the school to help the teachers. She used to bring her young daughter with her. The young girl found the ECE class a playing place and Ms. Salma an affectionate person. She developed a liking for the teacher and the school. Therefore, the young girl became a regular visitor of the ECE class where she made a large number of friends. Looking at the changed attitude of her daughter Khan Bibi got her enrolled in the school. This event also brought a positive change in Khan Bibi, who decided to help the teachers in raising the children at school. She started looking after the crying children made them sleep when they needed and fed them at snacks time. It was a great help for the teachers. The support provided by Khan Bibi reduced the dropout rates in the school dramatically and the enrolment also enhanced remarkably.

Today the school is a model for the other schools operating in the area and it is all due to the commitment and attitude of the teachers which they have learnt through ECE trainings and the help of Ms. Khan Bibi who is a dedicated person and has a passion for the welfare of her village.